

Alexandra Primary School



Alexandra

Primary School

Aspire, Perform, Succeed

A Policy for the Provision, Support and Development of Online Safety Education

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Reviewed: September 2021
Review due: September 2023

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1. Context

Children have the right to enjoy childhood online, to access safe online spaces appropriate to their age, and to benefit from all the opportunities that a connected world can bring to them. New technologies inspire children to be creative, communicate and learn however, as they grow older it is crucial that they learn to balance the advantages offered by technology with a critical awareness of their own and others' online behaviour and develop effective strategies for staying safe and making a positive contribution online.

We believe that the key to safeguarding children in the digital world is developing safe and responsible behaviour online, not only for children but everyone within our school community, through effective education. We know that the internet and other technologies are embedded in our children's lives, both in and outside of our school.

Alexandra Primary School has an important role to play in highlighting both the benefits and risks of using technology and providing safeguarding and cross-curricular education for all users. This is to give them the knowledge, skills and understanding to enable them to control their online experience in order to be able to navigate technology effectively and safely.

2. Aims

At Alexandra Primary School we aim to encourage our children to:

- Aspire to be successful learners who enjoy learning
- Perform as well as they can, make progress and achieve and become confident individuals who are able to live safe and fulfilling lives
- Succeed as responsible citizens who make a positive contribution to society

Alexandra Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment, promote our aims and model our values.

The aims of Online Safety Education:

- To help all children become responsible users of online and offline technologies for education, personal and recreational use.
- To offer a detailed whole school cross-curricular approach that aims to empower children and build their resilience when working online, building safe and appropriate long-term behaviours.
- To provide children with the tools to recognize when they may be at risk online and know how to seek help and support.
- To set high expectations for all of the Alexandra Primary School Community in regards to their online behavior, attitudes and activities (including the use of digital technology used offline) both in and out of school.
- To complement the Relationships, Sex and Health Education at Alexandra Primary School to provide children with the knowledge, skills and understanding that will enable them to live safely and thrive online.

This policy aims to:

- Set out the expectations for all Alexandra Primary School community members' in regards to their online behaviour.
- Help all members of the school community recognize that online digital behaviour standards (including social media activity) must be upheld beyond the confines of the school day, regardless of device or platform.
- Facilitate the safe, responsible and respectful use of technology to support teaching and learning, increase attainment and prepare children for the risks and opportunities of today's and tomorrow's digital world.
- Help school staff working with children to understand their roles and responsibilities to work safely and responsibly with technology and the online world:
 - for the protection and benefit of the children and young people in their care
 - for their own protection, minimising misplaced or malicious allegations and to better understand their own standards and practices
 - for the benefit of the school, to support the school's values, aims and ethos, protecting the reputation of the school.
- Establish clear processes by which online misconduct will be treated (in reference to the other school policies e.g. Behaviour Policy, Anti-bullying policy and Staff Code of Conduct).

3. Links to the United Nations Convention on the Rights of the Child

Alexandra Primary School is a Silver Accredited Rights Respecting school and so we uphold the rights from the convention across all aspects of school life and beyond. The following articles are key to safe online learning behaviours:

Article 2 (Non-discrimination): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 12 (Respect for the views of the child): Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.

Article 13 (Freedom of expression): Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 19 (Protection from violence, abuse and neglect): Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

4. Online Safety Curriculum

At Alexandra Primary School we will provide a curriculum which has online safety lessons embedded throughout, including through the teaching of Computing, the use of Jigsaw resources in PSHE and wherever suitable opportunities arise during all lessons. Any internet use will be carefully planned to ensure that it is age appropriate, respectful of faith and diversity and supports the learning intention for the relevant curriculum area.

Beyond the planned curriculum we will discuss, remind or raise relevant Online Safety messages with children in response to local or national concerns or those raised by parents, staff or children themselves. In addition, we will celebrate and promote Online Safety through a planned programme of assemblies and whole-school activities, including promoting Safer Internet Day each year.

Over the course of their time at Alexandra, children will be taught:

- how to use a range of age-appropriate online tools and search engines in a safe and effective way;
- how to search for information and to be critically aware of the materials they read and shown how to validate information before accepting its accuracy;
- what to do if they come across unsuitable content;
- the importance of protecting personal information;
- to acknowledge the source of information used and to respect copyright when using material accessed on the internet.

- to consider the consequences their actions may have on others including about the impact of online bullying and know how to seek help if they are affected by any form of online bullying. See Anti-Bullying Policy;
- to respect and acknowledge ownership of digital materials;
- where to seek advice or help if they experience problems when using the internet and related technologies; i.e. parent or carer, teacher or trusted staff member, or an organisation such as Child Line or the CEOP report abuse button.

5. Inclusion and Equality

At Alexandra Primary School all children have the right to a full and rounded education and to be provided the knowledge, skills and understanding to stay safe online. However, as a school we are aware that some children are considered to be more vulnerable online due to a range of factors. This may include, but is not limited to, children in care, children with Special Educational Needs and Disabilities (SEND) or mental health needs, children with English as an additional language (EAL) and children experiencing trauma or loss.

As a school we will ensure that differentiated and appropriate online safety education, access and support is provided to all children, seeking input from specialist staff as necessary.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

6. Policy Development

This policy has been developed in consultation with staff and governors. The process involved the following steps:

- Review – SLG reviewed the existing policy and provision of online safety bringing together relevant information including the curriculum coverage and the wider expectations of online safety at Alexandra Primary School.
- Staff Consultation – the policy is shared with the wider staff and feedback gathered.
- Ratification – once amendments were made, the policy was shared with governors to review before being ratified.

7. Managing ICT Systems and Access Arrangements

[Keeping Children Safe in Education \(2021\)](#) obliges schools to “ensure appropriate filters and appropriate monitoring systems are in place and not be able to access harmful or inappropriate material but at the same time be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.”

- The school will work with LGfL and the Internet Service Provider to ensure systems to protect pupils are reviewed and improved.
- If staff or pupils discover an unsuitable site, it must be reported to the ICT Leader.

- If users discover a website with potentially illegal content, this should be reported immediately to the ICT Leader. The school will report such incidents to appropriate agencies including Internet Service Provider (ISP), Police, CEOP or the Internet Watch Foundation (IWF).
- Senior staff will ensure that termly checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Any amendments to the school filtering policy or block and allow lists will be checked and assessed by the Head teacher/ICT Leader prior to being released or blocked.
- The evaluation of online content materials is a part of teaching and learning in every subject and will be viewed as a whole-school requirement across the curriculum.
- A log of any incidents will be kept on CPOMS.
- All users will sign an Acceptable Use Policy.

There are three types of appropriate monitoring identified by the Safer Internet Centre. These are:

1. Physical monitoring (adult supervision in the classroom, at all times)
2. Internet and web access
3. Active/Pro-active technology monitoring services

Access arrangements:

- Individual log-ins are provided for all users;
- Guest accounts are used occasionally for external or short-term visitors for temporary access to appropriate services;
- This school makes it clear that staff and pupils must always keep their password private, must not share it with others and must not leave it where others can find it;
- The Systems Administrator / IT Leader is up-to-date with LGfL services and policies / required.
- Storage of all data within the school will conform to the UK data protection requirements.

Managing Emerging Technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile phones and associated cameras will not be used during lessons or formal school time except as part of an educational activity. The sending of abusive or inappropriate text messages is forbidden.
- Handheld technologies, including games and mobile phones, often have internet access which may not include filtering. Care will be taken with their use within the school.
- The appropriate use of Online Learning Platforms will be discussed as the technology becomes available to use within school. Staff should refer to the Remote Learning Policy.

8. Staff and Pupil Expectations

E Mail

- Staff and pupils should only use approved email accounts allocated to them by the school and should be aware that any use of the school email system will be monitored and checked.
- Staff should not use personal email accounts for professional purposes, especially to exchange any school related information or documents.
- Any digital communication between staff and pupils or parents/carers (email, response to work on Google Classroom etc.) must be professional in tone and content. These communications may only take place on official school systems. Personal email addresses, text messaging or social media must not be used for these communications.
- Emails to parents or carers should not be sent from staff individual school email accounts, instead, they should be sent via ScholarPack, the office account or the Year Group email addresses.
- Staff should not send emails to pupils.
- Children should be taught about internet safety issues, such as the risks attached to the sharing of personal details. They should also be taught strategies to deal with inappropriate communications and be reminded of the need to communicate appropriately when using digital technologies.
- Children are encouraged to immediately tell a teacher or trusted adult if they receive any inappropriate or offensive emails.
- Irrespectively of how pupils or staff access their school email (from home or within school), school policies still apply.
- Chain messages are not permitted or forwarded on to other school owned email addresses.
- Members of staff are encouraged to have an appropriate work life balance when responding to emails and should endeavor not to send emails to parents or colleagues in the evening or at weekends unless absolutely necessary.

Social Networking

All members of staff are advised that their online conduct on social media can have an impact on their role and reputation within school. Civil, legal or disciplinary action may be taken if they are found to bring the profession or institution into disrepute, or if something is felt to have undermined confidence in their professional abilities.

- All members of staff are advised to safeguard themselves and their privacy when using social media sites. Advice will be provided to staff via staff training and by sharing appropriate guidance and resources on a regular basis. This will include (but is not limited to):
 - Setting the privacy levels of their personal sites as strictly as they can.
 - Being aware of location sharing services.

- Logging out of accounts after use.
- Keeping passwords safe and confidential.
- Ensuring staff do not represent their personal views as that of the school.
- Members of staff are encouraged not to identify themselves as employees of the school on their personal social networking accounts. This is to prevent information on these sites from being linked with the school and also to safeguard the privacy of staff members.
- All members of staff are encouraged to carefully consider the information, including text and images, they share and post online and to ensure that their social media use is compatible with their professional role and is in accordance with school's policies and the wider professional and legal framework.
- Information and content that staff members have access to as part of their employment, including photos and personal information about children and their family members or colleagues will not be shared or discussed on social media sites
- Staff who hold any social media account should not have parents or pupils as their 'friends', this includes past pupils.
- School blogs or social media sites should be password protected and run from the school website with approval from the Senior Leadership Team.
- Members of staff will notify the Leadership Team immediately if they consider that any content shared on social media sites conflicts with their role in the school.

Pupils' Personal Use of Social Media

- Safe and appropriate use of social media will be taught to pupils as part of an embedded and progressive education approach, via age appropriate sites and resources.
- The school is aware that many popular social media sites state that they are not for children under the age of 13. Information for parents regarding the risks of allowing their child to use these sites before they reach the legal age will be regularly shared.
- Any concerns regarding pupils' use of social media, both at home and at school, will be dealt with in accordance with existing school policies including anti-bullying and behaviour. Concerns will also be raised with parents/carers as appropriate, particularly when concerning underage use of social media sites or tools.

Children will be advised:

- To consider the benefits and risks of sharing personal details on social media sites which could identify them and/or their location. Examples would include real/full name, address, mobile or landline phone numbers, the school attended (including images showing them wearing their school uniform), other social media contact details, email addresses, full names of friends/family, specific interests and clubs.
- To only approve and invite known friends on social media sites and to deny access to others by making profiles private/protected.
- Not to meet any online friends without a parent/carers or other responsible adult's

permission and only when a trusted adult is present.

- To use safe passwords.
- To use social media sites which are appropriate for their age and abilities.
- How to block and report unwanted communications and report concerns both within school and externally.

Personal Devices

- Mobile phones and personally-owned devices will not be used in any way during lessons and should be kept secure. They should be switched off or silent at all times.
- No images or videos will be taken on mobile phones or personally owned devices.
- In the case of school productions, parents/carers are permitted to take pictures of their child in accordance with school protocols which strongly advise against the publication of such photographs on social networking sites.
- The sending of abusive or inappropriate text, picture or video message is forbidden
- Where staff may be required to use their personal devices to contact parents, they should carefully follow the guidance provided to block their number and keep their contact details secure.
- If a member of staff breaches the school policy, action will be taken in line with the Staff Code of Conduct Policy and Staff Disciplinary Procedures.
- There are no circumstances that will justify adults possessing indecent images of children. Staff who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the Internet is illegal. If a member of staff is thought to have illegal content saved or stored on a mobile phone or personal device or to have committed a criminal offence, the police will be contacted.
- Children who need to bring a mobile phone in to school can only do so if a written request is received from parents explaining the reason that a mobile phone would be needed.
- Children who do not follow the school policy relating to the use of mobile phones will not be permitted to bring their mobile phones into school.
- Any phones bought into school will be securely kept in the school office for the duration of the school day and only returned to the child just before they go home.

Photography and Recorded Images

Many school's activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity or to celebrate achievement. The GDPR May 2018 regulations affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the act that consent is obtained from the parent of a child for any images made such as those used for school web sites, productions or other purposes.

Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. Particular regard needs to be given when they involve

young or vulnerable children who may be unable to question why or how the activities are taking place.

Staff should remain sensitive to any child who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to consider the wishes of the child, remembering that some children do not wish to have their photograph taken.

Staff must only take photos / videos of pupils and / or staff for professional purposes in accordance with your school's procedures. Never take photos on personal mobile phones, always use school equipment such as class cameras and iPads. Using images of children for publicity purposes will require the age-appropriate consent of the individual concerned and their legal guardians. Images must not be displayed on websites, in publications or in a public place without such consent.

Protecting Personal Data

The school is required to keep and process certain information about its staff members and pupil in accordance with its legal obligations under the General Data Protection Regulation (GDPR). Staff should refer to the school's GDPR Policy for further details.

9. Roles and Responsibilities

The governing board will approve the online safety policy and hold the Head teacher to account for its implementation.

The Head teacher

The Head teacher is responsible for ensuring that Online Safety is taught consistently across the school, and for managing concerns relating to staff conduct online.

Staff

Staff are responsible for:

- Delivering online safety sensitively and consistently throughout all curriculum subjects
- Modelling positive and appropriate attitudes to online safety
- Maintaining appropriate conduct through their own use of the internet
- Monitoring progress using formative and summative assessment
- Responding to the needs of individuals or groups
- Responding appropriately to any concerns noted through lessons or conversations with children or parents.

Computing Subject Leader

- As listed in the 'all staff' section, plus:
- Oversee the delivery of the online safety element of the Computing curriculum in accordance with the national curriculum
- Work closely with the RSHE lead to avoid overlap but ensure a complementary whole-school approach
- Work closely with the DSL and all other staff to ensure an understanding of the issues, approaches and messaging within Computing
- Collaborate with technical staff and others responsible for ICT use in school to ensure a common and consistent approach, in line with acceptable-use agreements

Children

Children are expected to engage fully with Online Safety education and treat others with respect and sensitivity through their online communications.

Children should:

- In KS2, and where appropriate in KS1, read, understand, sign and adhere to the pupil acceptable use policy and review this annually
- Treat home learning in the same way as learning in school and behave as if a teacher or parent were watching the screen
- Understand the importance of reporting abuse, misuse or access to inappropriate materials, including any concerns about a member of school staff or supply teacher or online tutor
- Know what action to take if they or someone they know feels worried or vulnerable when using online technology, at school, home or anywhere else.
- To understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of school and realise that the school's acceptable use policies cover actions out of school, including on social media
- Remember the rules on the misuse of school technology – devices and logins used at home should be used just like if they were in full view of a teacher.
- Understand the benefits/opportunities and risks/dangers of the online world and know who to talk to at school or outside school if there are problems

Parents/Carers

- Read, sign and promote the school's parental acceptable use policy (AUP) and read the pupil AUP and encourage their children to follow it
- Consult with the school if they have any concerns about their children's and others' use of technology
- Promote positive online safety and model safe, responsible and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.

Support for Parents

- Parents attention will be drawn to the school's Online Safety Policy and safety advice in newsletters, the school website and e-Safety information workshops.
- The school website will be used to provide parents with timely and meaningful information about their children's school lives and work to support the raising of achievement. The website will also provide links to appropriate online-safety websites.

10. Training

Our staff receive regular information and training on e-Safety issues, as well as updates as and when new issues arise.

- As part of the induction process all staff receive information and guidance on the e-Safety Policy, the school's Acceptable Use Policy, e-security and reporting procedures.

- All staff will be made aware of individual responsibilities relating to the safeguarding of children within the context of e-safety and know what to do in the event of misuse of technology by any member of the school community.
- All staff will be encouraged to incorporate e-Safety activities and awareness within their curriculum areas.
- All staff will have access to training available on the National Online Safety website. SLG will direct staff to undertake certain training as appropriate.

11. Monitoring and Arrangements

The delivery of the Online Safety programme is monitored by the Computing and PSHE leads through:

- Learning walks,
- Work sampling and book looks
- Pupil voice, feedback from discussions and questionnaires with children
- Planning reviews
- Informal discussions with staff
- Monitoring of CPOMs and the incidents recorded.

The quality of the provision and its consistency to this policy is carefully monitored by class teachers, the Computing and PSHE lead as part of internal monitoring arrangements and evaluated by the Senior Leadership Team.

12. Confidentiality, safeguarding and/or child protection

It is vital that all staff recognise that Online Safety is a part of safeguarding (as well as being a curriculum strand of Computing, PSHE/RSHE and Citizenship). General concerns must be handled in the same way as any other safeguarding concern and as a general rule should maintain the confidentiality of the child involved. Where a staff member feels that a child may be at risk they should refer their concerns to the designated safeguarding lead and follow the stages outlined in the Child Protection and safeguarding policy.

Alexandra Primary School commits to take all reasonable precautions to ensure Online Safety, but we recognise that incidents will occur both inside and outside school and that those from outside school will continue to impact on pupils when they come into school. All members of the school are encouraged to report issues swiftly to allow us to deal with them quickly and sensitively through the school's escalation processes. Any suspected online risk or infringement should be reported to the designated safeguarding lead on the same day – where clearly urgent, it will be made by the end of the lesson.

Any concern/allegation about staff misuse is always referred directly to the Head teacher, unless the concern is about the Head teacher in which case the complaint is referred to the Chair of Governors and the LADO (Local Authority's Designated Officer). Staff should follow the schools Whistleblowing procedures.

We will inform parents / carers of online-safety incidents involving their children, and the Police where staff or pupils engage in or are subject to behaviour which we consider is particularly disturbing or breaks the law.

13. Policy Review

This policy will be reviewed every 2 years. At every review, the changes will be ratified by the Governing Board.

14. Links to other school policies

- [Keeping Children Safe in Education \(September 2021\)](#)
- Child Protection and Safeguarding Policy
- [Education for a Connected World](#) – UK Council for Internet Safety
- PSHE Policy
- Behaviour Policy
- Anti-bullying policy
- SEND policy
- Whole, Happy, Healthy
- Remote Learning Rationale and Policy
- Alexandra Primary School's Moral Purpose
- Whistleblowing Policy
- Staff Code of Conduct
- Data Protection Policy

Remote Learning at Alexandra Primary School A rationale to support remote learning Intentions, implementation and impact

Remote learning is a way of delivering the curriculum and is currently part of our education offer during this lockdown period. Remote education is a means, not an end. A recent Education Endowment Fund research report has shown that pedagogy is more important than the teaching format. As such APS pedagogy approach can be used and adapted for remote learning. The aim of remote education is to deliver a high-quality curriculum so that the children know more and remember more. Remote education is one way of doing so.

APS will continue with our carefully sequenced curriculum, using clear teacher explanations of new content which are sequenced to build on previous learning, targeted questioning, and scaffolded practice.

The effectiveness of remote teaching is determined by similar factors that determine the effectiveness of face to face teaching and learning for example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling children to receive feedback on their learning and how to progress further

This means that everything we know about what a quality curriculum looks like still applies. The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. Curricular goals and objectives should be made as explicit remotely as they would be in the classroom.

When adapting the curriculum, focus on the basics

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations using ready-to-use examples linked to the curriculum such as YouTube clips can substitute well for practical work, particularly when accompanied by teacher explanation. Another subject is PE. For PE, we are utilising our specialist coaches to ensure we are providing children with the opportunity to focus on their physical education whilst in lockdown, which supports our Whole, Happy, Healthy strategy.

Often teachers will need to adapt our subject curriculum when moving to remote education, for example because some topics are hard to teach remotely. Teachers need to be aware of offering too much new subject matter at once. Make sure key building blocks have been understood fully first. We need to assess children's knowledge to determine this.

- Consider the most important knowledge or concepts children need to know. Focus on those.

- Consider what alternatives exist for traditional practical activities. What can be done at home, or using simulations, for example? Worked examples and modelling can work very well in remote digital education.
- In many cases, practising and a focus on developing existing knowledge and skills, such as handwriting or simple arithmetic, may be useful.

High-quality remote teaching is far more than setting work for children to complete, although setting tasks to complement sequences of teaching plays an important role. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes.

Remote education is not the same as digital education. Sometimes, it may be more effective to deliver remote education through worksheets or a textbook. At APS we are using Google Classroom and a range of online resources to deliver our offer. For some children including some SEND, EAL, Vulnerable children or others we are using paper-based activities and in conjunction with parents and staff, school will provide online education using the most appropriate method.

A good textbook can provide the curriculum content and the sequencing of learning that a child needs. It can also be easier to access for some pupils. However, when using textbooks or worksheets it is still important to make sure that teachers can provide feedback and assess learning. Any worksheets should be aligned with the curriculum and provide meaningful work.

Suggested timetable and timings can be found in the Remote Learning Policy, January 2021. Remote teaching and face to face teaching are similar in an attempt to keep learning paced for all children as we are mindful of widening gaps. A suggested face to face teaching timetable below.

An example of face to face teaching Timetable (times vary)

We prioritise daily reading during face to face teaching.

- 8:30 - 9:00 Reading / times tables rock stars
- 9:00 - 10:15 using laptops / iPads remote learning video and tasks
- 10:30 -11:15 Writing tasks based on home learning or maths based on home learning using PiXL / Bug club to support / science related to concept both Yr. groups learning. Don't forget bobble and talk4 writing
- 11:15 to lunchtime - more home learning from google classroom

Lunchtime (see timetable)

- 1:00 - 2:30pm - PE or Art or Topic research linked to class topic to create a topic folder or combination of both
- 2:30 -reading and class teacher reading to class
- 3:10 home

There are some things that need more careful consideration when teaching remotely. For example, when using recorded lessons, clarity of explanations becomes even more important as we can't as easily correct misunderstandings or misconceptions.

Another example is the 'split attention' effect. Children can find it harder to concentrate, so the way we integrate words and pictures or graphs is important. Text can be integrated with images where that is appropriate and doesn't just encourage guessing. This can be shown in chunks in the appropriate place. This makes the words into a description of the

images and allows pupils to focus on what is most important.

As it's harder for children to concentrate when being taught remotely, it's often a good idea to divide content into smaller chunks. Short presentations or modelling of new content can be followed by exercises or retrieval practice.

Where lessons are recorded, they can be accessed later by children, making flexible use possible in the context of limited or shared device access. These and similar platforms can make it easier for teachers to monitor pupils' progress because work can be viewed or submitted through a single system. This in turn may make it easier for teachers to adapt work in the light of pupils' progress.

Organising structured remote teaching suitable for younger children in Early Years and Nursery

It is recognised that very young children are likely to have particular needs which cannot easily be met in some of the ways described above. For such children the priority will be progress in early reading. Ensuring continued access to appropriate decodable reading books and resources for early readers is our priority and we have made this available through Storytime magazine, access to Big Cat on line via WANDLE and making available a range of reading books direct from school.

Children in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of others. School is also helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content. Other content for these children will include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

Keeping it simple

Our brains don't learn differently using remote education, so everything we know about cognitive science and learning still applies. Teachers don't have to make huge changes to the way they teach.

There is no need to overcomplicate resources with too many graphics and illustrations that don't add to content. When using digital remote education, the platform used shouldn't be too complicated to use. Just as school doesn't need 'all-singing, all-dancing' lessons in the classroom, remote education often benefits from a straightforward and easy-to-use interface. Simple graphics that highlight the key concepts and features we want to teach can be most effective.

More important is attention to the key elements of effective teaching. For example, it's useful to provide children with an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons or activities. It's also vital to have clear and high expectations and to communicate these to the children. Just as in the classroom, most children will be novices in what we are teaching them and adults can't expect them to be able to discover new content for themselves through tasks, projects and internet searching.

Supporting pupils with special educational needs and disabilities (SEND) and the vulnerable

For many children with SEND, the teaching would need to be adapted. SEND pupils have a wide range of specific needs. Teachers know these needs best, and how they can be most effectively met to ensure children continue to make progress wherever possible if they are not able to be in school.

Some children with SEND or who are considered vulnerable will require specific approaches tailored to their circumstances. School will work with our partners to continue to deliver programmes remotely where possible.

Teachers creating online content

There is a vast range of online resources available to teachers at APS. Here are some of the packages school has access to:

APS Online Packages – used by staff to support our planned curriculum, set out in the learning pages on the school website www.alexandra.hounslow.sch.uk amongst others:



Other resources are available from BBC Lockdown Learning on BBC Bitesize, iPlayer and on BBC 2. and Oak National Academy that offers lessons in most school subjects. Oak delivers a sequenced curriculum.

Engagement matters, but is only the start - Keeping pupils motivated and engaged

It's harder to engage and motivate children remotely than when they are in the classroom. There are more distractions, and as a teacher not physically present to manage the situation can be hard for parents supporting learning. Communicating and working with parents, without putting an unreasonable burden on them, can help support home learning.

A lot of attention has been paid to ways in which online education can be made more engaging. For example, school can make sure different types of tasks and activities are alternated, or build in rewards and incentives to make learning more 'game-like' or use quizzes.

While it is important to engage children, this is only a precondition for learning, not the thing itself. There is only so much a teacher can do to engage children remotely. Therefore, teachers need to make sure that efforts to engage don't distract us from teaching the curriculum. Checks are needed to see whether children have actually learned the curriculum content through assessment.

Engagement increases when children feel part of the school community. School digital assemblies and feedback, for example through newsletters, can help them feel part of the community even when learning remotely.

At APS we monitor engagement with remote education provision. School can log participation and will feedback to children and parents, by telephone to explore ways to secure re-engagement or text and email. Certificates and Dojos will also be used to celebrate progress and achievement with The Alexandra Times and The Alexandra Chronicle showcasing and highlighting children's contributions.

Parents phone calls used to support with questions, home learning issues or particular learning barriers – see separate guidance document for parent phone calls.

Feedback, retrieval practice and assessment are more important than ever

Learning isn't fundamentally different when done remotely. Feedback and assessment are still as important as in the classroom. It can be harder to deliver immediate feedback to children remotely than in the classroom, but teachers have found some clever ways to do this.

This immediate feedback can be given through:

- chatroom discussions,
- 1-to-1 interaction tools
- interactive touch-screen questioning in live recorded lessons
- adaptive learning software
- Mote – Google Classroom extension

Peer interactions can provide motivation and improve learning outcomes. It's therefore worth considering enabling these through, for example, chat groups or video-linking functions. They will also help pupils maintain their social skills.

It is important for teachers to stay in regular contact with children. If necessary, they can even do this by using technology to automate communication. School keeps this under review and may set up automated check-in emails to pupils to identify where they are with set tasks in the future. This also gives a perception that teachers are 'watching' while pupils learning remotely.

Assessing pupils' progress

Low-stakes quizzes can be built in to remote education, as can written assignments and retrieval practice activities. It can be helpful to make sure children are 'warmed up' and 'readied' for content through an introductory task or scene-setting. Children can then be invited to re-visit and process the main content further in an additional task or later lesson through retrieval practice.

Teachers can use quizzes or tests on core content as a regular feature, asking children to

complete these in a specified time and email them back. Teachers can create regular, pre and post-lesson quizzes. These can be posted as hard copy versions to children without ready online access.

Tests and quizzes are an important part of effective teaching and can be easily created to precede or follow teaching sequences. Google forms, Kahoot, Classkick, Socrative, Edpuzzle are just some other examples of other software which work well for rapid feedback and allow live marking along with Mote for verbal feedback via google classroom.

Our Remote platform allows for the submission of most kinds of work. Year Group Leaders' email can also be used to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways. – help with this can be found in the News section of the school website www.alexandra.hounslow.sch.uk .

The medium matters (a bit)

Quality of teaching is far more important than how lessons are delivered. But there is some evidence that the medium does matter, especially in digital remote education. Children tend to spend longer accessing a remote lesson when they are using a laptop than when using a phone (tablets are in between).

School has regularly surveyed parents and asked children about both devices and internet access at home. The DfE allocation of laptops and portable internet devices (Dongles) and free data SIM cards has enabled more children to access the remote learning offer. This has also informed our teaching using pre-recorded videos so that siblings can share their IT technology at home and also revisit the lessons. Where children don't have access, school has looked at using other devices or providing home learning packs.

When using digital remote education, we often rely on internet access. Again, we need to consider whether pupils have this and what we can provide if they don't. The Department for Education provides support on [internet access](#), and on [setting up a digital education platform](#).

It is also worth considering where to host content. In the battle for attention against the internet, we need to consider whether we avoid hosting video lessons on certain platforms like YouTube, for example, because of their advertising algorithms distracting pupils.

Live lessons aren't always best

Some think that a live lesson is the 'gold standard' of remote education. This isn't necessarily the case. Live lessons have a lot of advantages. They can make curriculum alignment easier, and can keep children's attention, not least as the teacher has more control over the learning environment. But live lessons are not always more effective than asynchronous approaches.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

There are some specific difficulties in doing live lessons. It can be hard to build in interaction and flexibility. This means that giving feedback can actually be less effective than when we use recorded lesson segments followed by interactive chats, or tasks and feedback. Using recorded lessons can allow you to easily draw on high-quality lessons taught by expert subject teachers.

Because evidence suggests that concentration online is shorter than the length of a typical lesson, filming a classroom lesson may be ineffective.

Different approaches to remote education suit different types of content and pupils. Mixed models may be effective in some cases. For example, you could use the so-called 'flipped learning' model. In this, new content is taught through an asynchronous recorded lesson. Practice, tutoring and feedback are then done synchronously.

Wellbeing and Mental Health

At APS we recognise that some children and young people may be experiencing feelings such as anxiety, stress or low mood as a result of the coronavirus (COVID-19) outbreak and the recent change in circumstances. APS will continue to offer pastoral support to pupils working remotely through activities, VLOGs, phone calls. Children have access to talk to us via talktous@alexandra.hounslow.sch.uk which is similar to the in-school talk to us boxes. This supports children with their worries and concerns. Home and access to other online resources. Through our Whole, Happy, Healthy strategy school will work to promote positive mental health messages and provide opportunities, activities and resources to promote wellbeing.

There are also many other online resources available to support parents and children with mental health and wellbeing, including:

- MindEd, a free educational resource from Health Education England on children and young people's mental health
- Rise Above, which aims to build resilience and support good mental health in young people aged 10 to 16
- Every Mind Matters, which includes an online tool and email journey to support everyone to feel more confident in taking action to look after their mental health and wellbeing
- Bereavement UK and the Childhood Bereavement Network, provide information and resources to support bereaved pupils, schools and staff

Physical education should be encouraged, children to take regular physical exercise to maintain fitness. Public Health England's advice and guidance for parents and professionals on supporting children and young people's mental health and wellbeing includes key actions school can take to support children's mental health and wellbeing, such as supporting safe ways to connect with friends. It also emphasises the importance of children continuing to remain fit and active and, wherever possible, having (60 minutes of) daily physical activity, recommended by the Chief Medical Officers. Further advice and support to help pupils remain physically active are available from Youth Sport Trust and Sport England.

Where further support is required, NHS mental health services remain open, and they have digital tools to enable them to connect with people and provide ongoing support, school will continue to refer children and young people's mental health service when needed.

There is also a range of support directed at children and young people, including:

- free confidential support can be accessed anytime from government-backed voluntary and community sector organisations by:
 - texting SHOUT to 85258
 - calling Childline on 0800 1111
 - calling the Mix on 0808 808 4994
- online information on COVID-19 and mental health is available on the Young Minds website
- National Online Safety webinars and updates
- the Think Ninja (freely available and adapted for COVID-19) app educates 10-18-year olds about mental health, emotional wellbeing and provide skills young people can use to build resilience and stay well
- Rise Above (adapted for COVID-19) website aims to build resilience and support good mental health in young people aged 10 to 16
- Barnardo's See, Hear, Respond service, provides support to children, young people and their families who aren't currently seeing a social worker or other agency, and who are struggling to cope with the emotional impacts of coronavirus (COVID-19). You can access via the 'See, Hear, Respond' service self-referral webpage or Freephone 0800151 7015.

It is also vital to report any safeguarding concerns you have about any child. Contact the NSPCC helpline.

More resources can be found here:

- the Department for Education's [guidance, resources and support for teachers](#)
- the Education Endowment Foundation's [overview of evidence on remote learning](#)
- Technology training as part of CPD EEF COVID 19 Support Guide

To be read in conjunction with:

- APS School Aims and supporting Values
- Remote Learning Guidance
- Supporting Home Learning Routines Tips for Parents found on APS Website

Appendix 2 – Home Learning Code of Conduct



Alexandra
Primary School

Aspire, Perform, Succeed

Home Learning Code of Conduct

1	I will follow this home learning guide to support my education and I will only access information that is useful to me in my home learning.
2	I will follow our class charter while using the Internet and follow the class teacher instructions.
3	I will only send messages after I have been given permission to do so by my teacher. I will only send messages over the internet outside of school after I have been given permission to do so by my parents.
4	I will not give out my personal information (or anyone else's such as my address, telephone number, parents' work address/telephone number, or the name and location of my school, my login information and email address.
5	I will tell my teacher or my parents right away if I come across any information that makes me feel uncomfortable.
6	When I submit work online (e.g. on Google Classroom) I will make sure I use appropriate language and will not use learning platforms to chat with friends.
7	I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell the teacher or my parents right away.

Please complete the Google survey regarding home learning to sign to say you have read and understood the home learning protocols.

INTERNET ACCESS AT HOME:

I will talk with my parents so that we can set up rules for Internet access at home.

We will decide upon the time of day that I can be online, the length of time I can be online and appropriate sites for me to visit.

I will not access other sites without their permission.

I will use social media responsibly and not send any messages that would be upsetting for others.

I understand that there are age restrictions to many social media sites, for example 16 years old for WhatsApp and 13 years old for Facebook, Snapchat, Instagram & Twitter.

I understand and will abide by these age restrictions.

I understand that if I break any of these rules Internet access at home may be restricted for a period of time to be decided by my parents after discussion with my teacher.

Signed: _____ (Pupil)

Signed: _____ (Parent / Carer)



Appendix 3 – Live Streaming Risk Assessment



Live Streaming Risk Assessment Remote Learning

Risk	Mitigation
Inappropriate behaviour or conduct from adults	<ul style="list-style-type: none"> • Staff aware of relevant legislation, policies and procedures including but not limited to: <ul style="list-style-type: none"> - Child protection and safeguarding - KCSiE - Online Safety Policy - Staff Code of Conduct - Remote Learning Policy • Staff are reminded that child protection policies apply as they would in the classroom • Two members of staff to be present for all meetings to safeguard staff and children • Where possible meetings to be held on a day when the teacher is in school • Staff will adhere to professional standards of dress when in front of the camera • Pupils have clear reporting routes in place so they can raise any concerns whilst online and know how to access age -appropriate practical support • Pupils should always know how to contact pastoral support or designated safeguarding person if concerns arise. • No staff should hold a one to one session with any child under any circumstances. • Staff to use school devices to hold live class meetings. • Google Classroom is the only platform that should be used for any live content. • Parents and children made aware of the risks and measures to mitigate them. Children should not be in a bedroom and should be fully dressed. Parents required to be nearby during all live sessions.
Inappropriate behaviour or conduct from children	<ul style="list-style-type: none"> • Staff have the training to deal with instances of poor pupil behaviour. • Behaviour should be logged on CPOMs • Teachers will report instances of poor pupils’ behaviour to SLT and parents contacted, in line with the school’s behaviour policy. • A parent or guardian will be present or close by, where feasible. • The teacher will be the first to join the meeting and the last to leave. At no point will a teacher leave a live session with unattended children. • Two members of staff to be present for all live sessions. • Parents and children will have read and signed the Home Learning Code of Conduct. • Teachers will remind pupils of the expectations at the start of sessions, for example: <ul style="list-style-type: none"> • Expectations of behaviour (reminding the pupil that the session is recorded for safeguarding purposes and a parent/guardian need to be close by) • The pupil’s background must be blurred, have a background picture or blank wall. • Children should be fully dressed • The pupil should be in a location where he/she is unlikely to be disturbed by intrusive events and noises. • How to ask questions- microphones on mute, hand up to speak • Under no circumstances should pupils record or snapshot their screens • Parents must not use the session to speak to the teacher with a query. This should be emailed to the school separately. • Sanctions – sessions will be stopped for individuals or classes if behaviour rules are broken (e.g., writing silly comments in the chat etc.) • Staff will limit features if there is a greater likelihood of unsuitable behaviour with certain groups of pupils: Cameras off, Mics off, chat only etc. • Staff will always look out for pupils’ welfare and report any concerns in line with school policy.
Unauthorised recording by pupils,	<ul style="list-style-type: none"> • Any unauthorised recording to be reported immediately to SLT, parents to alert the school if they feel sessions are being recorded by staff inappropriately • Children to be removed from the meeting immediately if safeguarding issues arise.

parents, or staff	<ul style="list-style-type: none"> • SLT will contact parents to ensure recording is deleted. • Sessions can be recorded by teachers on their school device only when approved by SLT to safeguard staff and children. These recording should only be stored on the school Google Drive.
Inappropriate contact with pupils outside lesson time	<ul style="list-style-type: none"> • Staff always have due regard to the school's Child Protection and Safeguarding Policy • Live sessions should only take place when agreed by SLT. • Under no circumstances are one to one sessions with children permitted. • Children have clear reporting routes in place so they can raise any concerns whilst online and know how to access age-appropriate practical support • Parents can contact the school with any concerns • Two members of staff should be present in all meetings to safeguard staff and children
Inappropriate dress, conduct, or location	<ul style="list-style-type: none"> • Staff should report any safeguarding concerns to a DSL. • Parents should be reminded of the Home Learning Code of Conduct • Staff to use a virtual or blurred background if they do not have a neutral background to use • Teachers are the moderators of the live sessions, any child who is inappropriately dressed should have their camera turned off and parents contacted. • Where possible teachers should hold these meetings on a day when they are in school
Unauthorised people invited into the video call	<ul style="list-style-type: none"> • Teachers are the moderators of the live sessions, they can choose who to admit. Only children using their school Google account will be given access to the meeting. • Any attempt to access the meeting from an unauthorised or unknown account will not be admitted. • The link to the meeting will only be shared once the teacher has already joined the meeting. • The teacher should be the last to leave and the meeting link is hidden again.
Data breach. For example, showing pupils on camera without permission, sharing personal data or sharing of inappropriate content via share screen	<ul style="list-style-type: none"> • Staff will be trained to be confident and comfortable in delivering live sessions. • Staff are aware of the school's GDPR policy and what constitutes personal data. • Consent is provided by parents for all children, including for recording sessions. If a parent does not consent to sharing their child's image, children can still join the meeting with their camera off. • Where possible, parents' nearby presence to be secured for the duration of live sessions • Staff will ensure that recordings of sessions cannot be downloaded by pupils and are not made public • When sharing a screen, staff to make sure that all tabs and browser window are closed to ensure any personal data is not shared. • Where there is a data breach, this should be reported immediately to the Headteacher.
Use of livestream platform by unauthorised staff or untrained staff	<ul style="list-style-type: none"> • Staff should only use school devices for live streaming. • Passwords and access to these devices should not be shared with other people in their household. • Staff should ensure they do not leave these devices logged on and available for others to use. • All live meetings should be authorised by the headteacher. If a member of staff is aware of any unauthorised sessions taking place, this should be reported immediately. • Two members of staff should be present for all live meetings.
What action is to be taken if a disclosure or concern is raised by pupil whilst online?	<ul style="list-style-type: none"> • Staff are reminded that child protection policies apply as they would in the classroom. • Two members of staff to be present for all meetings to safeguard staff and children. • Any information should not be further discussed or questioned during a live session. • Disclosures to be reported immediately to a DSL who will follow the usual safeguarding practice.

Appendix 4 – Possible Teaching and Learning Activities

Activities	Key Internet Safety Issues	Relevant Websites
Creating web directories to provide easy access to suitable websites.	Parental consent should be sought. Pupils should be supervised. Pupils should be directed to specific, approved on-line materials	Web directories e.g. LGfL, Espresso
Using search engines to access information from a range of websites.	Parental consent should be sought. Pupils should be supervised. Pupils should be taught what internet use is acceptable and what to do if they access material they are uncomfortable with.	<ul style="list-style-type: none"> • Ask Jeeves for kids • Yahoooligans • CBBC Search • Kidsclick • KidzSearch • dkfindout.com/uk
Exchanging information with other pupils and asking questions of experts via e-mail.	Pupils should only use approved e-mail accounts. Pupils will only email other pupils. Pupils should never give out personal information. Class Teachers will manage emails sent directly to experts.	LGfL email accounts to be used LGfL email activities used with children. Google Classroom
Publishing pupils' work on school and other websites.	Pupil and parental consent should be sought prior to publication. Pupils' full names and other personal information should be omitted.	Pobble J2webby J2blog
Publishing images including photographs of pupils.	Parental consent for publication of photographs should be sought. Photographs should not enable individual pupils to be identified. File names should not refer to the pupil by name.	Making the News Learning Grids Museum sites, etc. Digital Storytelling BBC – Primary Art
Audio and video conferencing to gather information and/or share pupils' work.	Pupils should be supervised. Only sites that are secure and need to be accessed using an e-mail address or protected password should be used.	Google Meet

Appendix 5 – Risk Behaviours

Online grooming and child abuse

The school will ensure that all members of the community are aware of online child sexual abuse, including: youth-protected sexual imagery, exploitation and grooming; the consequences; possible approaches which may be employed by offenders to target children and how to respond to concerns.

The school recognises online child sexual abuse as a safeguarding issue and, as such, all concerns will be reported to and dealt with by the Designated Safeguarding Lead. We will implement preventative approaches for online child sexual abuse via a range of age and ability appropriate education for pupils, staff and parents/carers. The school will ensure that all members of the community are aware of the support available regarding online child sexual abuse, both locally and nationally.

There are a number of illegal actions that adults can engage in online that put children at risk:

- Swapping child abuse images in chat areas or through instant messenger with other adults or young people and forming networks with other child abusers to share tips on how to groom more effectively and how to avoid being caught
- Swapping personal information of children that they have collected with other abusers
- Participating in online communities such as blogs, forums and chat rooms with the intention to groom children, collect sexually explicit images and meet them to have sex.

Dealing with Online Child Sexual Abuse and Exploitation

If the school is made aware of an incident involving online sexual abuse of a child, the school will:

- Act in accordance with the school's Child protection and Safeguarding policies and the relevant Kent Safeguarding Child Board's procedures.
- Immediately notify the Designated Safeguarding Lead.
- Store any devices involved securely.
- Immediately inform the police via 101 (or 999 if a child is at immediate risk)
- Carry out a risk assessment which considers any vulnerabilities of pupil(s) involved (including carrying out relevant checks with other agencies).
- Inform parents/carers about the incident and how it is being managed.
- Make a referral to Specialist Children's Services (if required/ appropriate).
- Provide the necessary safeguards and support for pupils, such as, offering counselling or pastoral support.
- Review the handling of any incidents to ensure that best practice is implemented; school leadership team will review and update any management procedures, where necessary.
- The school will take action regarding online child sexual abuse, regardless of whether the incident took place on/off school premises, using school or personal equipment. Where possible pupils will be involved in decision making and if appropriate, will be empowered to report concerns such as via the Click CEOP report: www.ceop.police.uk/safety-centre/
- If the school is unclear whether a criminal offence has been committed, the Designated Safeguarding Lead will obtain advice immediately through the

Hounslow Safeguarding Children Partnership and/or the Police.

- If the school is made aware of intelligence or information which may relate to child sexual exploitation (on or offline), it will be passed through to the Children's Social Care by the Designated Safeguarding Lead.
- If pupils at other schools are believed to have been targeted, the school will seek support from the Police and/or the Hounslow Safeguarding Children Partnership first to ensure that potential investigations are not compromised.

Indecent Images of Children (IIOC)

- The school will ensure that all members of the community are made aware of the possible consequences of accessing Indecent Images of Children (IIOC).
- The school will take action regarding IIOC on school equipment and/or personal equipment, even if access took place off site.
- The school will take action to prevent accidental access to IIOC by using an internet Service provider (ISP) which subscribes to the Internet Watch Foundation block list and by implementing appropriate filtering, firewalls and anti-spam software.
- If the school is unclear if a criminal offence has been committed, the Designated Safeguarding Lead will obtain advice immediately through the Police and/or the Education Safeguarding Team.

If made aware of IIOC, the school will:

- Act in accordance with the school's child protection and safeguarding policy and procedures.
- Immediately notify the school Designated Safeguard Lead.
- Store any devices involved securely.
- Immediately inform appropriate organisations, such as the Internet Watch Foundation (IWF), the police or the LADO.

If made aware that a member of staff or a pupil has been inadvertently exposed to indecent images of children whilst using the internet, the school will:

- Ensure that the Designated Safeguard Lead is informed.
- Ensure that the URLs (webpage addresses) which contain the suspect images are reported to the Internet Watch Foundation via www.iwf.org.uk
- Ensure that any copies that exist of the image, for example in emails, are deleted.
- Report concerns, as appropriate to parents and carers.

If made aware that indecent images of children have been found on the school devices, the school will:

- Ensure that the Designated Safeguard Lead is informed.
- Ensure that the URLs (webpage addresses) which contain the suspect images are reported to the Internet Watch Foundation via www.iwf.org.uk
- Ensure that any copies that exist of the image, for example in emails, are deleted.
- Inform the police via 101 (999 if there is an immediate risk of harm) and children's social services (as appropriate).
- Only store copies of images (securely, where no one else has access to them and delete all other copies) at the request of the police only.
- Report concerns, as appropriate to parents and carers.

If made aware that a member of staff is in possession of indecent images of children on school devices, the school will:

- Ensure that the head of school is informed.
- Inform the Local Authority Designated Officer (LADO) and other relevant organisations in accordance with the schools managing allegations policy.
- Quarantine any devices until police advice has been sought.

Youth-Protected Sexual Imagery

This refers to images and video footage that is either owned, shared or created by young people under the age of 18.

- The school will take all reasonable precautions to ensure that children are safe from youth-protected sexual imagery while accessing the internet.
- ‘Sexting’ is illegal – but that doesn’t mean a criminal conviction. Even though it’s legal to have sex at 16, it is illegal to create or share sexually explicit images of people under the age of 18, even if the person in the picture is you. The law was designed to protect children – in the UK, this is anyone under the age of 18 – from adult sexual predators, not to criminalise teenagers for exploring their sexual feelings. Previously, if a school found out pupils under 18 had been sharing such images, even consensually between partners, they had to inform the police.
- The guidance now advises that if the school believes that coercion or abuse has not occurred, they can handle the incident internally. If the school does refer the incident to the police, they will investigate and it may result in a criminal conviction.

Cyberbullying

Cyberbullying, along with all other forms of bullying, will not be tolerated at this school. In addition to face-to-face bullying, bullying via technology is becoming increasingly prevalent.

- A study by the Department for Education in 2015 found that 11% of 15-16-year olds have experienced cyber bullying (15% amongst girls and 7% amongst boys).
- A global YouGov study in the same year found that one in five 13-18-year-olds had experienced it and believed it was worse than face to face bullying.
- Research carried out by internetmatter.org shows that 62% of parents are concerned about cyberbullying and one in 10 are aware that their child has been involved in a cyberbullying incident.

The following research was found by www.antibullyingpro.com in 2015

- Over the last three years there has been an 87 % increase in the number of Childline’s counselling sessions about online bullying.
- 40% of 7 to 11-year-old respondents know someone who has been cyberbullied.
- 7 in 10 young people aged between 13 and 22 have been a victim of cyberbullying.
- An estimated 5.43 million young people in the UK have experienced cyberbullying, with 1.26 million subjected to extreme cyberbullying on a daily basis
- 27% of 7 to 11-year olds said they have seen something on the internet in the last year that upset or worried them.

Cyberbullying is when someone bullies' others using electronic means, this might involve social media and messaging services on the internet, accessed on a mobile phone, tablet or gaming platform. The behaviour is usually repeated. Like any form of bullying, cyberbullying can be horrible for the children involved and hard for them to talk about.

Cyberbullying can happen via text, email and on social networks and gaming platforms. It can consist of:

- Threats and intimidation
- Harassment and stalking
- Defamation
- Rejection and exclusion
- Identify theft, hacking into social media accounts and impersonation
- Publicly posting or sending on personal information about another person
- Manipulation

Online Hate

- Online hate content, directed towards or posted by, specific members of the community will not be tolerated at this school and will be responded to in line with existing school policies, including Anti-bullying and Behaviour.
- All members of the community will be advised to report online hate in accordance with relevant school policies and procedures.
- The Police will be contacted if a criminal offence is suspected.
- If the school is unclear on how to respond, or whether a criminal offence has been committed, the Designated Safeguarding Lead will obtain advice through the HSCP and/or the Police.

Online Radicalisation and Extremism

The school will take all reasonable precautions to ensure that children are safe from terrorist and extremist material when accessing the internet in school. It is important for us to be constantly vigilant and remain fully informed about the issues which effect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and refer any concerns through the appropriate channels:

- If the school is concerned that a child or parent/carer may be at risk of radicalisation online, the Designated Safeguarding Lead will be informed immediately and action will be taken in line with the Child protection policy.
- If the school is concerned that member of staff may be at risk of radicalisation online, the Head teacher will be informed immediately and action will be taken in line with the Child protection and Allegations policies.

Sexting

All schools (regardless of phase) should refer to the UK Council for Internet Safety (UKCIS) guidance on sexting (also referred to as 'youth produced sexual imagery') in schools. NB - where one of the parties is over 18, this is no longer sexting but child sexual abuse.

There is a one-page overview called [Sexting; how to respond to an incident](#) for all staff (not just classroom-based staff) to read, in recognition of the fact that it is mostly someone other than the designated safeguarding lead (DSL) or online safety lead to first become aware of an incident, and it is vital that the correct steps are taken. Staff other

than the DSL must not attempt to view, share or delete the image or ask anyone else to do so, but to go straight to the DSL.

The school DSL will in turn use the full guidance document, [Sexting in Schools and Colleges](#) to decide next steps and whether other agencies need to be involved. It is important that everyone understands that whilst sexting is illegal, pupils/students can come and talk to members of staff if they have made a mistake or had a problem in this area.

Upskirting

It is important that everyone understands that upskirting (taking a photo of someone under their clothing) is now a criminal offence, as highlighted in Keeping Children Safe in Education and that children can come and talk to members of staff if they have made a mistake or had a problem in this area.

Sexual violence and harassment

DfE guidance on sexual violence and harassment is referenced in Keeping Children Safe in Education as well as a document outlining the [full guidance](#). Any incident of sexual harassment or violence (online or offline) should be reported to the DSL who will follow the full guidance. Staff should work to foster a zero-tolerance culture. The guidance stresses that schools must take all forms of sexual violence and harassment seriously, explaining how it exists on a continuum and that behaviours incorrectly viewed as 'low level' are treated seriously and not allowed to perpetuate. The document makes specific reference to behaviours such as bra-strap flicking and the careless use of language.

Proposed Responses to Internet Safety incidents

Child as a Victim

Hazard	Examples	Prevention	Proposed Response
Receiving unsolicited content that is inappropriate, obscene, offensive or threatening.	Web sites (often through mis-clicked or mis-typed web addresses); email (Spam); banner advertising; pop-ups (largely eradicated through better browser design).	Educator vigilance; Acceptable Use Policy known by all users, and is enforced by school. Effective web filtering in place. Using safe filtered email. Effective spam filtering. Maintain email and URL logs and history.	Assess the risk to determine severity of impact on the child. As the content is unsolicited, there can be no question of culpability of the child. Follow-up to prevent recurrence, including ensuring that relevant sites are blocked if required. Inform parents where appropriate. Ensure incidents are reported and recorded
Child is the subject of published material.	Images stored in publicly accessible areas; Personal blogs such as MSN spaces, BEBO etc.; Details left on web sites. Incitement: hatred and discrimination, personal harm etc.	Educator vigilance; Acceptable internet Use Policy known by all users, and children made aware of the dangers.	Assess the risk to determine severity of impact on the child. Determine if a perpetrator / victim relationship may exist. Where an in-school perpetrator is identified, and if a crime has taken place, police should be informed. Disciplinary action may follow. Where an external perpetrator is identified, report to police. Follow-up to prevent recurrence, including ensuring that relevant sites are blocked if required. Inform parents where appropriate.
Bullying and threats	Email; text messaging; blogs; sexting; self-harm sites, drug forums; suicide sites; hate sites; Instant Messenger. Incitement: hatred and discrimination, personal harm etc.	Reinforcement of school ethos and behaviour. Regular sample trawls of known sites. Anti-bullying initiatives should accompany efforts to promote safe internet use	Assess the risk to determine severity of impact on the child. Determine if a perpetrator / victim relationship exists. Where a perpetrator is identified take appropriate disciplinary action. Follow-up to prevent recurrence, including ensuring that relevant sites are blocked if required. Inform parents where appropriate. Online and offline bullying should be seen as connected. Although children have a range of coping mechanisms, support is needed for the victim to ensure as often they do not tell a trusted adult or friend. The bully themselves may be vulnerable so appropriate counselling will also be needed. Raising awareness for teachers, parents and pupils about the array of risks that keep changing on the internet
Security	Adware; browser hijack; virus.	Secure and up to date browser settings and antivirus software; regular adware scans.	Effective reactive technical intervention.
Predation and Grooming	Forming online relationships by deception with the intent of gaining the confidence of a minor to do harm.	Teach awareness of dangers. Use the 'Think U Know' teaching resources.	Where a perpetrator is identified, take appropriate disciplinary/legal action and in the first instance refer to police. Follow-up to prevent recurrence, including ensuring that relevant sites are blocked if required. Early advice to parents with regard to computer and games console locations, use and mobile technology
Requests for personal information, financial cheating	'Phishing' is the use of deceit to obtain personal (usually financial) information.	Teach awareness of dangers and the importance of not sharing personal information and passwords.	If identity theft occurs, it should be reported to police without exception. If passwords are compromised in school by other children, they should be changed immediately.

Acceptable Use Policy: Staff, Volunteers and Governors

This acceptable use policy is intended to ensure:

- that staff and volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that staff are protected from potential risk in their use of technology in their everyday work.

The school will try to ensure that staff and volunteers will have good access to digital technology to enhance their work, to enhance learning opportunities for students/pupils learning and will, in return, expect staff and volunteers to agree to be responsible users. **Alexandra Primary School** regularly reviews and updates all AUA documents to ensure that they are consistent with the school Online Safety Policy.

Acceptable Use Policy Agreement

I understand that I must use school systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users. I recognise the value of the use of digital technology for enhancing learning and will ensure that students/pupils receive opportunities to gain from the use of digital technology. I will, where possible, educate the young people in my care in the safe use of digital technology and embed online safety in my work with young people.

For my professional and personal safety:

- I understand that the school will monitor my use of the school digital technology and communications systems.
- I understand that the rules set out in this agreement also apply to use of these technologies (e.g. laptops, email, etc.) out of school, and to the transfer of personal data (digital or paper based) out of school.
- I understand that the school digital technology systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the policies and rules set down by the school.
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.

I will be professional in my communications and actions when using school systems:

- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that when I take and/or publish images of others I will do so with their permission and in accordance with the school's policy on the use of digital/video images. I will not use my personal equipment to record these images. Where these images are published (e.g. on the school website) it will not be possible to identify by name, or other personal information, those who are featured.
- I will only use social networking sites in school in accordance with the school's policies.
- I will only use the approved LGfL StaffMail, Google Classroom Learning Platform and school approved communication systems with pupils or parents/carers, and only communicate with them on appropriate school business.
- I will not support or promote extremist organisations, messages or individuals.

- Any such communication will be professional in tone and manner. I will not engage in any on-line activity that may compromise my professional responsibilities.

The school and the local authority have the responsibility to provide safe and secure access to technologies and ensure the smooth running of the school:

- When I use my mobile devices in school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment. I will also follow any additional rules set by the school about such use. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses.
- I will not use personal email addresses on the school ICT systems.
- I will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programs).
- I will ensure that my data is regularly backed up, in accordance with relevant school policies.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, terrorist or extremist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programs or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programs of any type on a machine, or store programs on a computer, nor will I try to alter computer settings, unless this is allowed in school policies.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the School/LA Personal Data Policy. Where digital personal data is transferred outside the secure local network, it must be encrypted. Paper based documents containing personal data must be held in lockable storage or disposed of using the confidential waste procedures.
- I understand that data protection policy requires that any staff or pupil data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by school policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not connect any device (including USB flash drive), to the network that does not have up-to-date anti-virus software, and I will keep any 'loaned' equipment up-to-date, using the school's recommended anti-virus and other ICT 'defense' systems.

When using the internet in my professional capacity or for school sanctioned personal use:

- I will ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of the school:

- I understand that this acceptable use policy applies not only to my work and use of school digital technology equipment in school, but also applies to my use of school systems and equipment off the premises and my use of personal equipment on the premises or in situations related to my employment by the school
- I understand that if I fail to comply with this acceptable use agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors/directors and/or the Local Authority and in the event of illegal activities the involvement of the police.

Acceptable Use Policy: Staff Agreement Form

User Signature

I agree to abide by all the points above.

I understand that I have a responsibility for my own and others' e-safeguarding and I undertake to be a 'safe and responsible digital technologies user'.

I understand that it is my responsibility to ensure that I remain up-to-date and read and understand the school's most recent online safety / safeguarding policies.

I understand that failure to comply with this agreement could lead to disciplinary action.

Signature:.....

Date:.....

Full Name (printed)

Job title / Role

Authorised Signature (Head Teacher / Deputy)

I approve this user to be set-up on the school systems relevant to their role

Signature:.....

Date:.....

Full Name (printed)

Acceptable Use Policy: Parents / Carers

Background

We ask all children, young people and adults involved in the life of Alexandra Primary School to sign an Acceptable Use Policy (AUP) to outline how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

Your child has also signed an AUP an example of which can be found on our school website.

We tell your children that **they should not behave any differently when they are out of school or using their own device or home network.** What we tell pupils about behaviour and respect applies to all members of the school community, whether they are at home or school:

“Treat yourself and others with respect at all times; treat people in the same way when you are online or on a device as you would face to face.”

What am I agreeing to?

1. I understand that Alexandra Primary School uses technology as part of the daily life of the school when it is appropriate to support teaching and learning and the smooth running of the school, and to help prepare the children and young people in our care for their future lives.
2. I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials, including behaviour policies and agreements, physical and technical monitoring, education and support and web filtering. However, the school cannot be held responsible for the nature and content of materials accessed through the internet and mobile technologies, which can sometimes be upsetting.
3. I understand that internet and device use in school, and use of school-owned devices, networks and cloud platforms out of school may be subject to filtering and monitoring. These should be used in the same manner as when in school, including during any remote learning periods.
4. I will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology, including on social media: not sharing other’s images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.
5. The impact of social media use is often felt strongly in schools, which is why we expect certain behaviours from pupils when using social media. I will support the school’s social media policy and not encourage my child to join any platform where they are below the minimum age. Where my child does use the internet to communicate with others, including through game consoles, I will monitor the content and nature of this communication regularly.
6. I will follow the school’s digital images and video policy, which outlines when I can capture images/videos. I will not share images of other people’s children on social media and understand that there may be cultural or legal reasons why this would be inappropriate or even dangerous. The school sometimes uses images/video of my child for internal purposes

such as recording attainment, but it will only do so publicly if I have given my consent on the relevant form.

7. I understand that for my child to grow up safe online, s/he will need positive input from school and home, so I will talk to my child about online safety.
8. Should the need for my child to take part in remote learning arise in the future, I understand that my child needs a safe and appropriate place to do online learning just as they should for regular online homework. When on any video calls with school, it would be better not to be in a bedroom but where this is unavoidable, my child will be fully dressed and not in bed, and the camera angle will point away from beds/bedding/personal information etc. Where it is possible to blur or change the background, I will help my child to do so.
9. If my child has online tuition for catch-up after lockdown or in general, I will undertake necessary checks where I have arranged this privately to ensure they are registered/safe and reliable, and for any tuition remain in the room where possible, and ensure my child knows that tutors should not arrange new sessions or online chats directly with them.
10. I understand that whilst home networks are much less secure than school ones, I can apply child safety settings to my home internet. Internet Matters provides guides to help parents do this easily for all the main internet service providers in the UK. There are also child-safe search engines e.g. swiggle.org.uk and YouTube Kids is an alternative to YouTube with age appropriate content.
11. I understand that it can be hard to stop using technology sometimes, and I will talk about this to my children, and refer to the principles of the Digital 5 A Day: childrenscommissioner.gov.uk/our-work/digital/5-a-day/
12. I understand and support the commitments made by my child in the Acceptable Use Policy (AUP) which s/he has signed, and I understand that s/he will be subject to sanctions if s/he does not follow these rules.

Where can I find out more?

You can read Alexandra Primary School's full Online Safety Policy on our school website which provides more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc.). If you have any questions about this AUP or our approach to online safety, please contact the school office.

I/we have read, understood and agreed to this policy.

Signature/s: _____

Name/s of parent / guardian: _____

Parent / guardian of: _____

Date: _____



Acceptable Use Policy: Children in KS2

These statements can keep me and others safe and happy at school and home

1. **I learn online** – I use the school's internet, devices and logons for schoolwork, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I'm using them at home.
2. **I learn at school and at home** – I don't behave differently when I'm learning at home, so I don't say or do things I wouldn't do in the classroom or nor do teachers. If I get asked or told to do anything that I would find strange in school, I will tell another teacher.
3. **I ask permission** – At home or school, I only use the devices, apps, sites and games I am allowed to and when I am allowed to.
4. **I am creative online** – I don't just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things, and I remember my Digital 5 A Day.
5. **I am a friend online** – I won't share or say anything that I know would upset another person or they wouldn't want shared. If a friend is worried or needs help, I remind them to talk to an adult, or even do it for them.
6. **I am a secure online learner** – I keep my passwords to myself and reset them if anyone finds them out. Friends don't share passwords!
7. **I am careful what I click on** – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
8. **I ask for help if I am scared or worried** – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
9. **I know it's not my fault if I see or someone sends me something bad** – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
10. **I communicate and collaborate online** – with people I already know and have met in real life or that a trusted adult knows about.
11. **I know new online friends might not be who they say they are** – I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are.
12. **I check with a parent/carer before I meet an online friend** - I never go alone.
13. **I don't do live videos (livestreams) on my own** – and always check if it is allowed. I check with a trusted adult before I video chat with anybody for the first time.
14. **I keep my body to myself online** – I never get changed or show what's under my clothes when using a device with a camera. I remember my body is mine and no-one should tell me what to do with it; I don't send any photos or videos without checking with a trusted adult.
15. **I say no online if I need to** – I don't have to do something just because someone dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, upset or just confused, I should say no, stop chatting and tell a trusted adult immediately.
16. **I tell my parents/carers what I do online** – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.
17. **I follow age rules** – 13+ games and apps aren't good for me so I don't use them – they may be scary, violent or unsuitable. 18+ games are not more difficult but are very unsuitable.

18. **I am private online** – I only give out private information if a trusted adult says it's okay. This might be my address, phone number, location or anything else that could identify me or my family and friends; if I turn on my location, I will remember to turn it off again.
19. **I am careful what I share and protect my online reputation** – I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).
20. **I am a rule-follower online** – I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour, at home and at school.
21. **I am not a bully** – I do not post, make or share unkind, hurtful or rude messages/comments and if I see it happening, I will tell my trusted adults.
22. **I am part of a community** – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult and/or report it.
23. **I respect people's work** – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons license.
24. **I am a researcher online** – I use safe search tools approved by my trusted adults. I know I can't believe everything I see online, know which sites to trust, and know how to double check information I find. If I am not sure I ask a trusted adult.

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**I have read and understood this agreement.**

**If I have any questions, I will speak to a trusted adult: at school that includes my class teacher, a TA, Deputy Head teachers or Head teacher**

**Outside school, my trusted adults are** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**My name is** \_\_\_\_\_

To stay **SAFE online and on my devices**, I ...

1. I only **USE** devices or apps, sites or games if a trusted adult says so
2. I **ASK** for help if I'm stuck or not sure
3. I **TELL** a trusted adult if I'm upset, worried, scared or confused
4. If I get a **FUNNY FEELING** in my tummy, I talk to an adult
5. I look out for my **FRIENDS** and tell someone if they need help
6. I **KNOW** people online aren't always who they say they are
7. Anything I do online can be shared and might stay online **FOREVER**
8. I don't keep **SECRETS** or do **DARES AND CHALLENGES** just because someone tells me I have to
9. I don't change **CLOTHES** or get undressed in front of a camera
10. I always check before **SHARING** personal information
11. I am **KIND** and polite to everyone

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**My trusted adults are:**

| At School | At Home |
|-----------|---------|
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